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Editorials

Distinction in Education

ABSENCE from the annual meeting of the National Education Association of 1931 led me to thinking of the leaders in education whom I have known.

I have enjoyed discriminating between the achievements, attainments, and incidental activities which have given distinction to leaders.

An achievement goes over the top, is of permanent importance, is wholly new, is complete in every particular, is never successfully challenged.

An attainment is something that can be added to one's standardized personal characteristics. The importance of an attainment is estimated by the length of time that it has been standardized and the service it has rendered to civilization.

Edison and Ford are men of great achievement. Einstein and Harlow Shapley are men of great attainment.

Incidental activities are neither achievements nor attainments, but often give one great distinction. The Messrs. Rockefeller have neither achievements nor attainments to their credit, but their incidental activities give them great distinction in education.

Of living presidents of the National Education Association Dr. Nicholas Murray Butler is far in the lead in achievements in education. Dr. David Starr Jordan leads in attainment in education, and Drs. Carroll G. Pearse and George D. Strayer lead in incidental activities in education.

Meeting of World Federation

THE Fourth Biennial Conference of the World Federation of Education Associations was as remarkable as the Los Angeles meeting of the National Education Association, but from an entirely different angle.

Eight years ago in San Francisco Dr. A. O. Thomas organized a conference of World Federation of Education Associations in connection with the late Dr. William B. Owen's meeting of the National Education Association at Oakland, California.

Two years later Dr. Thomas held the first biennial conference at Edinburgh. Two years later a second conference was held at Toronto, and two years ago a third conference was held at Geneva.

Dr. Thomas had to tell the various countries on the various continents that he had something to which they ought to belong; he had to find men who would put up money in large blocks on his assumption that it was going to harmonize the nations.

Then the world's finances went wrong. Then instead of wanting to get together no country wanted to be at peace with any other country, and there was only one country that seemed to want to remain as it was.

This year, when nature and human nature on sea and land and in the world above went on a rampage, Dr. Thomas brought to Denver an organization of all the chaotic countries of all the continents with all bills of the World Federation paid, with an assured treasury, ready to create a headquarters in the new half-a-million-dollars headquarters of the National Education Association in Washington, and establish him there on a salary with adequate office equipment and help.

There was never any such experience in the life of any other educator.

We have never attended any of these biennial conferences, but the Denver meeting of " doubting Thomases " was really glorified by a faith-created Thomas.

We are proud to be able to present as *our report* of the Denver meeting a personal letter from Dr. Thomas without any elimination or alteration:—

> "We had a great meeting at Denver. We lacked only one hundred of reaching an enrollment of four thousand. It was the most enthusiastic group we have ever had together. It was, likewise, the best meeting in the history of the Federation and I left the Federation with a balance in the treasury. So the Federation itself is in the best condition it has ever been, so far as spirit, size and finance are concerned.
>
> "The program was strong. Miss Hale did a fine piece of work, as she always does. Dr. Sutton was at his best. E. A. Ross was powerful, as usual. We had the presidents of practically all the great educational organizations throughout the world on the program—Dr. Seshadri, President of the All India Federation of Teachers, the president and several past presidents of the N. E. A., the president and the executive secretary of the National Union of Teachers of England and Wales, the president of the Educational Institute of Scotland, the president of the Irish Teachers Organization, the president of the Japanese Imperial Education Association, and many others.
>
> "The department meetings were well attended, well organized and will present some definite results if the officers of the Federation will only get the results together and incorporate them into a proper report. The effect upon the educational objectives world-wide should be marked.
>
> "The Denver people did a wonderful job of entertaining the Federation. They were a whole phalanx of doubting Thomases when we began, but they were just as enthusiastic when we closed as they were pessimistic before we convened. Their leading citizens turned out and helped entertain the Convention. They gave luncheons, dinners, teas, and excursions to the mountains, and did everything that any city could possibly do.
>
> "On Thursday morning I sent twenty telegrams, cablegrams and radiograms to distinguished people throughout the world. On the platform we had five sending and receiving machines, each operated by an expert. Back of these we had a large map of the world with all of the stations marked with pin lights. These messages were sent from the platform and their route to their destination was marked by the lights on the map. It took but seven minutes to get a reply from London and Paris, and but twelve from Argentina and Shanghai. It was a wonderful demonstration of the world neighborhood.
>
> "Paul Monroe was elected to the presidency."

Athearn Succeeds Aley

DEAN Walter R. Athearn, recent Dean of College of Religious Education, Boston University, succeeds President Robert J. Aley at Butler University, Indianapolis.

Dr. Aley, who went from the presidency of the University of Maine at Orono, after he had put that institution on a firm university basis, has intensified Butler University municipally, heightened it scholastically, and broadened it professionally.

Dr. Athearn attained distinction in Iowa in young manhood by rejuvenating rural communities socially as a country teacher, nationalized himself as a religious leader, as a professor of education in Drake University, Des Moines, and internationalized himself in New England by giving the Boston University Theological Seminary a world-wide standing by its scholastic personality, which was recognized in Harvard University affiliation.

This selection of Dr. Athearn by Butler University signifies much for Indianapolis, for Indiana, for professional and religious education in the Middle West. It is an interesting recognition of Boston University.

Denis A. McCarthy

DR. DENIS A. McCARTHY died after a serious operation at the Cambridge City Hospital on August 18. He was one of the most interesting personalities in my wide range of acquaintances and friends of the last third of a century.

From the first year of our acquaintance in 1898 it was a friendship of personal admiration and affection with never a lapse. No other man has interested me in his own childhood and youth, in his friendships and aspirations, in his personal affairs in the same way that Denis McCarthy always did.

Born in Tipperary, Ireland, July 25, 1870, he came to America at fifteen years of age, and had an interesting life of miraculous adventures in Omaha, Boston, and New York until he settled down to journalistic activities in Boston in 1898. Circumstances brought me into close relationship to him soon after his coming to Boston.

He was everyway delightfully circumstanced in recent years. He was profitably associated editorially with Ginn and Company in Boston, and with his publishers, Little, Brown and Company, in Boston, and was an editorial writer of the Boston Herald, and was a frequent writer for the Journal of Education. He developed a profitable education lectureship, and last year he was elected to the School Board of Arlington, Massachusetts.

Our reference to him in connection with our editorial on Arlington's Famous School Board Members in the Journal of Education of May 25 gave him great joy.

Belding's Page

But Form Is Secondary

AFTER all it is the spirit of the school organization that counts vastly more than the form. Correct anatomy is of value only as it serves the physiology of life itself.

A school system, however perfectly planned and arranged, will never function to the full advantage of the children and the community until the hearty interest of every person concerned, administrator, teacher and pupil, has been aroused and enlisted.

Put responsibility upon the superintendent. Give him authority equal to his responsibility. Results will depend in large measure upon whether he exercises his authority like a czar or soft-pedals his right to say "You must" and emphasizes "You may" and "We can."

Inspiring leadership is the paramount need of the schools. Leadership which seeks counsel from those occupying lower levels on the organization chart. Not a machine but a living organism, each part functioning in harmony with all other parts, with a clear vision of social needs and the earnest desire to meet them—this is the system this modern age is reaching for.

Vacations Not Void

THE word "vacation" bears a hint of emptiness. It suggests a vacant mind; a period of vacuous inactivity. Emptied of the usual round of activities it may well be. But only that other pursuits of a wholesome, refreshing sort may enter the void.

Very few school people allow themselves to go to seed in vacations. Rather are they very busy during most of the summer, refitting themselves for the work of another year. Summer schools claim the attention of teachers and school officers to the number of hundreds of thousands. New programs and courses are prepared. Books of professional and cultural interest are read. Fresh air of seashore and mountains is breathed. Soul and mind and body must store up new energies for the outpouring of the following months.

Only the superlatively tired teacher is justified in a long vacation of utter rest and idleness. Even these teachers are likely to become restless and seek that more beneficial rest which results from change of occupation more than from loafing.

The same principle which applies to teachers' vacations applies to those of children and young persons. Increasingly the schools are offering suggestion and encouragement to pupils to utilize their summers profitably. Superintendent Sutton of Atlanta has inaugurated a system of credits for a wide variety of vacation efforts—from identifying wild flowers to recording the names of neighbors and acquaintances with habits of correct posture; from reading good books to holding down a job. Summer has been given a new meaning for many Atlanta boys and girls under this incentive, and teachers did not lose their own recreation time in that connection.

Returning with buoyancy of mind and spirit, with strengthened resolutions of practical endeavor, the teachers of America re-enter the classrooms where they are to mould the manhood and the womanhood of tomorrow. Not what these teachers have learned about the subject matter or the technique of teaching so much as what they are themselves and the extent to which they understand and can penetrate the lives of their pupils, will assure success in the noblest of adventures.

Growth of Schooling Opportunity

IMPRESSIVE are the facts about the growth of educational demand and opportunity gathered by the Federal Office of Education, and presented in a recent bulletin of nutshell dimensions.

The average child of today receives two years more of schooling than did the average child of 1914. He is one of a class of thirty pupils instead of thirty-four, the number in his father's class, two decades earlier. The child's chances of attending high school, which would have been one in ten in 1900, now are fifty-fifty. His chances of going to college are now one in six.

Schooling would have made a fairly creditable showing had it merely kept pace with the increase of population. It has done considerably better than that.

The facts are convincing both as to the enlarged opportunities and as to the enlarged appreciation of those opportunities.

And enlarged opportunities and appreciation are but a challenge to all engaged in education to make their endeavors truly effective. Figures of mass production are no measure of the gains that have been made and are being made constantly in the character of instruction and in the net proceeds derived by individual graduates.

Anson W. Belding

Associate Editor.

The Pedagogical Sin *of* Being Uninteresting

By LEWIS H. CHRISMAN

Professor of English Literature, Wesleyan College, West Virginia

FEW there are who would dissent from the statement that tediousness on the part of a preacher, or any other public speaker, is a handicap to his usefulness and a bane to those compelled to listen to him. Yet not a year goes by in which I do not hear some more or less veiled defence of dullness in the classroom. There are those who not only deny that it is a fault but on the contrary extol it as a virtue.

My first contact with this peculiar philosophy of teaching occurred several years ago. I had occasion to spend several hours in a large high school, and among the classes which I visited was one in English. This class was studying Burke's Speech on Conciliation with America. The teacher spent about half the period expatiating on various aspects of the political thought of the learned and eloquent Irishman. Much that the teacher said was impeccably true and scholarly. But it did not reach the consciousness of the class. There was no disorder, but there was almost unanimous inattention. I studied the faces of the boys and girls. Their thoughts were over the hills and far away. The learned words of the teacher were not penetrating their consciousness. Not all of the period, though, was spent in this way. The teacher had required the class to commit the outline of the lengthy motion which Burke made at the end of his address, and the latter half of the hour was spent in having student after student recite the points of said motion.

Even though political prose had always been a source of pleasure to me, the time I spent in that classroom was a period of unmitigated boredom and I am sure that the class found that recitation just as tedious as I did. As I sat there I remembered that one of the fundamental objects in the teaching of literature was to inculcate a love for it, and I also recalled that I had recently heard a superintendent of schools make the charge that teaching of the great literary masterpieces frequently taught boys and girls to hate them. After the class I had some conversation with the teacher. I have no recollection of what I said to him, but I do remember his telling me that his class hated the subject and added: " But that doesn't worry me any."

Of course, in making such a statement, the teacher might have been whistling to keep up courage, but if taken at its face value it meant that the fact that he was essentially failing as a teacher was of no concern to him. There can be no effective teaching without the arousing of interest. No matter how great the erudition of the pedagogue a class period in which the students are bored to tears by the pig-of-lead like pressure of the teaching man's dullness is an educational failure. To say that to be interesting is a fundamental qualification of successful teaching does not mean that entertainment should be substituted for instruction. It is simply another way of saying that unless the subject matter is of interest to the student no intellectual fire has been kindled. Almost a century has passed since Thomas Carlyle declared this to be the fundamental requisite of real teaching. And it is very doubtful if his dictum has ever been openly denied. Yet fortunate indeed is he who during the course of a year does not come into contact with several more or less learned disquisitions which being boiled down to their essential elements prove to be defences of dullness in the classroom.

PERFECTION of any kind is a rather scarce quality among the sons of men. It can be taken for granted that no teacher has succeeded in making his subject interesting to all the students in his classes in any year of his pedagogical career. It is an unusual happening when he can make his teaching vital for everybody in a class. And more than this, no teacher who possesses the power of self-criticism fails to recall classes in which his spark for some reason or other failed to kindle fire in the minds of the students. But, in a situation of this kind, where a real teacher frankly recognizes his failure and makes it an incentive to greater efficiency, the bungler rationalizes and proves to himself that his inability to stimulate the intellectual processes of his students is a pedagogical virtue. This is the type of pseudo-teacher who is likely to say: " They didn't like it, but that doesn't worry me any."

It is easy to go through the motions of studying without really doing it, but the mechanical performance of mechanical tasks is not conducive to intellectual development. The teacher must make dry bones live. He must stimulate torpid minds.

And if this is done in one field it is likely to transform the whole intellectual life. A certain boy reached college without having his intellectual curiosity aroused. His studies were the epitome of boredom to him, but he wanted to go to college because it was "the thing to do." He fell into the hands of a brilliant teacher of biology and soon began to show some signs of mental life. In a couple of months he was assigned the task of dissecting a cat. He became intensely interested. He awoke intellectually and has remained awake ever since.

Many an alert mind has been deadened by the torpifying influence of a dull teacher, but there are tens of thousands of men and woman in the America of today who owe whatever intellectual vitality they possess to some teacher who had the power to stimulate interest and enkindle intellectual activity. And when all is said this is what justifies the existence of teachers.

Success — a Habit

By ARTHUR B. LORD
Massachusetts Department of Education, Boston

THERE was a time when the public school had for its major aim the imparting of knowledge. We measured off certain amounts of subject matter, representing what we considered the mythical average pupil could assimilate during a school year. We expected every pupil in a certain grade or year to complete this work, doing exactly the same thing at exactly the same pace as the others of his group. We administer our schools just as we manufacture concrete blocks—endeavoring to turn out our product as near alike as two peas in a pod.

To the boy or girl who learned quickly and as a result covered the assigned work in a rather brief space of time, we said: "You'll have to wait until the class catches up and is ready to go on."

To the pupil who was slow and whose progress was such that he could not keep up with the class we said: "You have failed. You cannot pass." We then compelled him to do that entire year's work over again.

You who were in the schools of a generation ago will recall the results. The bright pupil completed his assigned tasks with ease and dispatch. He had much free time on his hands. As a result he often got into mischief, and, what is more serious—he formed *habits of indolence*. With spare time in school and nothing to do, he developed the habit of frittering away his time. He became lazy.

On the other hand the slow pupil was in "over his head." He never made a good recitation—he failed from day to day—he failed for promotion. It happened once, often twice, and occasionally the third time during his school life. His schoolmates thought he was a failure—his teachers were *sure* of it. Is it any wonder he himself got the idea he was a failure?

The school had done one thing well. It had established in these boys and girls the *habit* of failure. We were still evaluating education by the measuring stick of academic learning when we should have been evaluating it by our present-day "Cardinal **Principles** of Education" which are listed under the following headings:—

Health.
Command of fundamental processes.
Worthy home membership.
Vocation.
Citizenship.
Worthy use of leisure.
Ethical character.

It is the *habits* we form in childhood and during our *school* experience that influence our success in later life far more than any knowledge that we may gain of reading, of arithmetic, or history, of algebra, of Latin, or of French.

MODERN education recognizes individual differences. It recognizes the importance of mental and physical habits. Our aims of education now place "training" first and "knowledge" second. Commissioner Smith has said: "It is not the function of the public school to teach children what to think, it is the function of the public school to teach them how to think." Intelligence tests show that mental differences are as varied as are physical differences. No two of us are exactly alike physically and no two of us are exactly alike mentally. We have found that there are 12,000 to 15,000 children in the schools of Massachusetts who are retarded in mental development three or more years. In the school of a generation ago most of these children would have left school at the end of the compulsory educational period, having had the habit of failure well established. Their teachers would have said: "They just can't learn. They might as well leave school and go to work as to waste their time here." Such a statement has been made thousands of times by thousands of teachers. Many of these boys would have become "street corner loafers" and "pool room hangers on." In later life the community would have found it necessary to support the majority of them in correctional or welfare institutions. Such is not the case today. We look forward with assurance believing that the public school will give the great majority of these 12,000 to 15,000 boys and girls two things—right habits which means self-respect, and ideals, which means good citizenship.

EARLY education was planned to train for leadership. Harvard, as you know, was founded to educate a ministry for the church. College education had for its chief concern the education of leaders. The high school trained for college with the same ends in view.

We have found that one need not be a leader in his field to be a success in life. The great majority of the 12,000 to 15,000 children mentioned who are retarded in mental development have a mentality which makes possible a successful life. None of them will become leaders—none will become lawyers, doctors or teachers. However, society needs more than leaders. It needs trained followers.

West Point may train officers but it is the privates who win the wars.

The mind of James J. Hill conceived the Great Northern Railroad. But without laborers it would never have been built.

We built the Panama Canal. Colonel Goethals received the credit, but without the "team work" of the men who did the actual work, it would have been impossible.

We need followers as well as leaders—those men and women who will do the actual work of the world, and who will do it well.

THE humblest citizen may be a success if he makes use of those abilities that are his to their fullest extent. The boy who becomes a day laborer may become a valued citizen if he learns to do his job well—takes pride in successful accomplishment, and realizes his moral, ethical, social, and civic responsibilities.

We are often asked how the schools can give such training. In 1898, the city of Springfield opened a special class for backward children. This was the first organized effort in Massachusetts in their behalf. The class was a success and other communities followed the example of Springfield.

In 1919, under the influence of Dr. Walter E. Fernald, a law was enacted requiring that every city and town must annually ascertain the number of children of school age residing therein who are retarded three years in mental development. In determining this retardation the examination must be given by one of the state clinics or by an examiner approved by the Departments of Education and Mental Diseases. The law further provides that if it is found there are ten or more such children in a town or city a special class for their instruction must be established. When this law was enacted there were 700 boys in our county training schools for truants or school offenders. Today there are about 300 although public school enrollment has increased 34 per cent. This is an indication that the public school is functioning more efficiently; that it is exerting greater power in holding boys and girls in school. How are we doing it? By substituting the habit of success for the habit of failure. It is through the medium of the special class that this is being done with some 8,000 children. There are now some 600 such classes organized as a part of the public school system and scattered across the state from Provincetown to North Adams.

The class in nearly every case is taught by a well-trained specialist; a teacher with normal school or college training, and in addition thereto one year or its equivalent of special training in methods of teaching backward children. She is first of all a student of children. She studies her pupils as individuals—she gets their confidence and friendship—she studies the working of the individual's mind—she knows what he thinks and what he does. She sees her problem clearly. She realizes there is something more important than completing a certain amount of number, of mastering a certain grade in grammar, geography, or history. A boy may read rather poorly and spell his words in rather an amazing way and yet be getting an education. An education based on habits, reactions, and ideals —the essentials for a successful life.

Psychology has taught us that an individual does not enjoy failure. If we experience failure, or fear we shall do so, we avoid the action that may bring it about. That is why so many boys and girls simply refuse to try to do their school work. They instinctively dodge failure, and thereby meet it. It is these boys and girls who enter the special class. They have the failure habit well established. How can the teacher replace this habit with one which is the reverse. Briefly this is the procedure:—

1. She studies the individual and determines his ability.
2. She gives him a task well within the *range* of his ability.
3. She insists on successful completion of the task.
4. When the task is successively completed she gives the pupil sincere commendation.

I WELL remember a case which well illustrates this point. I was asked to visit a school system in a certain town in connection with the proposed opening of a special class. With the superintendent of schools I visited several schools and classes where I was able to observe pupils who it was thought belonged in such a group. In a fifth grade was a youngster of about fourteen. For my benefit the teacher called on him to recite. He stood up, shrugged his shoulders, and said: "I don't know," and his attitude was "I don't care."

The other children smiled in a superior sort of way, and the teacher looked at me with an expression which plainly said: "I told you so." Later she tried again, and he just shrugged his shoulders, and said nothing. He had repeated grades twice. He was a perfect example of failure. His classmates, his teacher, and he himself were sure of it. In September he went into a special class. In late November I visited the class, arriving just before recess. Along one side of the room was a work bench, then covered with toys in the process of construction. During recess I looked them over, and as I became interested in an attractive toy I heard some one at my elbow say: "I made that," and I recognized the youngster from the fifth grade. I said: "That's fine! It is well made." He said: "Yes, but I made four before I had one that we were satisfied with." I said: "You mean before the teacher was satisfied," and he said: "Well, I wasn't satisfied until it worked right." After recess he read for me and showed me his note books. The habit of failure was fast disappearing, and as he experienced the pleasure of successful accomplishment, self-confidence, self-respect, and hope were gradually establishing the habit of success.

These special classes are limited to fifteen pupils which makes possible on the part of the teacher, the study of each child, followed by individual instruction to fit his needs. She also is constantly on the watch for any special ability the child may have that she may foster and develop it. Our intelligence tests measure the child's ability to do certain things—regular school work, for instance—but there are innumerable abilities that the intelligence tests *do* not reach.

I recall the case of a girl of sixteen in a special class whose school work was of about fourth grade. The teacher found the girl had ability in drawing. She was sent to the technical high school for certain periods each week for art instruction. Later in a city-wide competition she won the first prize ($25) for the best poster design.

Another case was that of a twelve-year-old boy doing second grade work. One day after he had been in the special class for a few weeks the teacher noted he had a one-dollar bill. Having called on the family and knowing the economic status of the home she was much surprised. Questioning brought out the fact, later verified. that a man had given him a nickel—he had played cards with older boys—and had won ninety-five cents. You will have to admit that this boy had some ability, although we may question his standard of ethics. Character training on one hand, and projects in which he may develop the abilities which he has will, I am sure, train this boy for worth-while citizenship.

MANY people, who have little knowledge of the accomplishments of special class children, think this group of boys and girls is sure to be failures in adult life. Research studies made from time to time show that about 76 per cent. of such individuals become self-supporting, self-respecting citizens in their communities—some maintaining families and others dependent relatives. Incomes of those checked in the surveys range from $18 to $54 per week.

In this type of training the teacher is the most important factor. To mould the character of a human being is a tremendous job. Yet teachers all over this land are doing it every day. They are implanting lofty ideals. They are guiding the development of right habits—mentally, morally, physically—and they are teaching appreciation of the finer things in life, that boys and girls may use their increasing leisure time in the most satisfactory way. They are sending forth an ever increasing army of young men and women qualified for the highest type of citizenship.

The Fellow We'd Like to Meet

Nobody'd call him handsome—
And nobody'd call him wise—
A scholar would laugh at his grammar.
His learning would win no prize.
He never makes epigrams clever—
But still you hear folks say—
"He's the kind of a fellow we'd like to meet
On a dull, cold, rainy day."

His eyes—they are blue, and twinkle,
His laugh has a lilt of cheer;
And his wrinkled face has a homely grace,
Where the kindly lines appear.
He's never done deed majestic—
To ring through the world away;
But he's just the fellow you'd like to meet
On a dull, cold, rainy day.

The clouds may be full of shadows,
But he—he will find the sun,
And life may be swept with sorrow,
And hearts may be drab and dun.
But his friendly grip will warm you—
And blest with his chumship gay,
You will find the blue where the gold shines through
On the coldest, rainiest day.

—Exchange.

An Improvement-of-Learning Program

By W. C. McGINNIS

Superintendent, Perth Amboy, New Jersey

IN PERTH AMBOY we have a program, which for want of a better term, we call a program for the improvement of learning. We don't call it a program of supervision for several reasons: First, because in it the teacher's part is more emphasized than that of the supervisor; and, secondly, because the learner and learning are more important than the teacher and teaching. Definite supervision has an important part in this program, but the supervisor's greatest responsibility is to get the teachers to think professionally about their own classroom problems, purposes, and procedures. Supervisors cannot directly improve teachers and teaching procedures, but supervision can and does improve both.

Learning is an individual matter in the sense that no one else can make learning our own by teaching. When learning takes place the learner is an active agent, not a passive receiver. If the person supposed to be the learner is not only passive to learning but is also in opposition to instruction, then little, if any, learning takes place. All teachers know that these things apply in the classroom as between teacher and pupil. They apply just as strongly in the teacher-supervisory situation.

Another reason why we call our program a program for the improvement of learning is the well known fact that in all too many school systems teachers are antagonistic to the prevalent supervisory practices. Go into any meeting of classroom teachers, whether a meeting of the department of classroom teachers of the National Education Association, or a meeting of classroom teachers anywhere where their own supervisory officers are not present, and you are pretty sure to get the impression that teachers resent supervision. An analysis of the situation shows that what teachers resent is not supervision, but the absence of definite supervisory programs. Too many things are handed down to them from above. Too many things are developed for them, and too few developed by them and with them.

The efficiency of the supervisory and teaching program is largely dependent upon the administrative program. Perth Amboy in 1929 had had a semi-annual promotion program for six or seven years. It had been adopted against the recommendation of Superintendent Shull. The first problem studied by the entire teaching and supervisory corps was promotions, and this included a consideration of the history of semi-annual promotions. Frankly, I was impressed by the fact that the semi-annual promotion organization was not used in Atlantic City, East Orange, Montclair, and Trenton. You know the arguments in favor of semi-annual promotions. They didn't stand the test of investigation of their effect on Perth Amboy schools. At the end of the study the principals, supervisors, and teachers in a secret ballot voted 73 per cent. to abolish them, and they were abolished.

SOME of the findings of the investigation were that semi-annual promotions resulted in:—

1. Waste of time in organizing classes at mid-year.
2. Unjustifiably small classes in the high school in household arts, languages, science, and mathematics.
3. Single grade small classes or combinations of two half-year grades in the elementary schools.
4. A rigid rather than a flexible promotion practice. The results of standard tests in English and arithmetic showed that 40 per cent. of the B class scores were above the lowest quartile of the A class scores and that 20 per cent. of B scores were above the median of A scores.
5. An increasing rather than a decreasing amount of retardation.

In some of our schools homogeneous grouping based on mental ability is used, and in some it is not. On the whole homogeneous grouping based on mental ability has not worked well. At best the M. A. or the I. Q. is only a rough measure of ability to do school work.

BRIEFLY the objections to homogeneous grouping in terms of mental ability are:—

1. Homogeneous grouping on the basis of mental ability assumes that the M. A. or the I. Q. is a reliable measure of general ability to do school work, but we find that in a very large number of cases educational ability is specific rather than general. For instance, certain pupils in the highest group have scores in arithmetic or English that are below the median scores of a lower homogeneous group.
2. Mental ability grouping stamps a label of inferiority on all but the highest group.

3. In a homogeneous grouping organization teachers tend to assume that the abilities and needs of the pupils of the group are practically equal and therefore there is a tendency to neglect the individual differences which actually do exist within any group.
4. Except in large schools homogeneous grouping results in too many divisions in a class.

What I have said should not be interpreted as meaning that in my opinion the use of intelligence tests is not an important part of a testing program. And it should be borne in mind that the term "homogeneous grouping" is a loose term. Any system of grading is homogeneous in some respects. A fifth grade represents a homogeneous group in the matter of fifth "gradedness."

OUR program for the improvement of learning involves the following features:—

1. Standardized educational tests to determine class levels of achievement.
2. Diagnostic tests to determine the educational abilities and disabilities of groups and individuals whose specific disabilities have been discovered.
3. Enrichment or acceleration for pupils whose achievement is beyond grade requirements.
4. Evaluation of teaching and learning by teachers and supervisors in terms of purpose, procedure, and educational outcomes. Among the criteria used in this evaluation are:—
   - (a) Procedure must be related to a definite purpose of the teacher (and of the pupils).
   - (b) The purpose itself should be such that its accomplishment can be justified in terms of the educational outcomes produced by such accomplishment.
   - (c) The procedure should be in accord with sound educational method.
   - (d) It should be an aid to economy of time in the learning process.
   - (e) The purpose, the procedure, and the educational outcomes should be in accordance with an acceptable educational philosophy.

Scientific Attitude in Management

By ARTHUR C. PERRY
District Superintendent, New York City

A PRINCIPAL functions in various relationships, chiefly four: with the general public; with his official leaders and associates; with his teaching staff; and with his pupils.

In all these relationships he cultivates an objective scientific attitude. He possesses and uniformly demonstrates a judicial habit of mind and an equable temperament. He avoids all ex-parte statements, all criticism in advance of full possession of the facts, all exhibition of emotion in dealing with intellectual problems; all decisions based on personal bias.

More specifically, in his dealings with the public the principal exhibits an uncalculated courtesy. He does not have degrees of courtesy—high for the person of influence, low for the obviously friendless; high for the intelligentsia, low for the untutored. Neither sycophancy nor condescension is in his repertoire.

In his official relationship the principal is co-operative but not servile. He respects authority without yielding his own professional convictions. He obeys rules and regulations without demur and without ostentation, but holds to the right to file exceptions.

Toward his teachers, the principal remembers that his whole function is to serve them in their service to pupils. He knows that they are human instrumentalities and he proceeds accordingly. Their transient failures, their temporary shortcomings, even their moods and tenses, he accepts as a fact, not as an annoyance. He sees in them, not a personal defiance, but a challenge to his skill in healing, in guidance, and in leadership. He knows that the rigors of classroom teaching inevitably present their stresses and strains upon human stamina. This, too, he treats as a scientific fact and recognizes his responsibility for easing the strains by alert prevision in administrative plans and procedure. Equally, in critical moments, when the strain reaches the breaking point and the teacher is in need of support, he is present with reassuring calm and practical relief.

In dealing with pupils the principal keeps fully conscious of the fact that it is they for whom the whole organization exists, and that all the other elements and persons, including himself, are but instruments of service to them. To meet fully his obligations in this direction he must be pre-eminently a scientist in that he deals with pupils, individually, and in mass, in accordance with the best attainable scientific direction. However, he remembers that science, like life itself, is never static, but always in flow. He therefore bears a scientific attitude toward even science itself.

With the limitation that there shall be no damage to pupils, the principal regards his school as a laboratory for the testing of his own and others' theories of progress in method and in management. His school is an experiment station, but experimentation means neither exploitation nor propaganda. Let it not be justly said, as it has been said, that in our schools no experiment ever fails, meaning that personalities and ambitions interfere with true scientific treatment. Scientific experiment is painstaking, is regardless of prejudgments and prejudice, is untouched by self-interested individuals and organizations. Scientific experiment is patient.

If in the foregoing schedule of the principal's attitude there seem to be missing the transcendentals it is in seeming only. I defend the thesis that the more logical the principal's thought, the more scientific his procedure in dealing with the day-by-day necessities in management, the more is his personality released for the high and fine things of his profession. Even if he aims to have his work rise above the status of a profession and become a mission, he must yet keep close to the realities of what has to be, first of all, a "job." He can hold his head above the clouds in the realm of sage philosophy and of spiritual values, only by keeping his feet firmly upon the sure ground of actuality and of practical personal competence.

The *Prevention* Phase of Guidance

By JOSEPH MILLER

Director of Guidance, Wilkes-Barre, Pennsylvania

PREVENTION is the present password in medical science, in the upbringing of children in homes of well-informed parents as well as in discussions of juvenile delinquency. Everywhere where personality disorders, maladjustments, and even serious mental disorders are discussed from a modern point of view the same principle is sounded—prevention.

In the public schools—the most logical place for uncovering and removing the roots of future maladjustment and unhappiness—little has as yet been done in this respect. Mental hygiene work in public schools is as yet in its infancy. And so even where the guidance program includes re-educational guidance, the possibilities are so limited that hardly the most striking problems of maladjustment can be dealt with.

The following is an attempt at a program for a guidance department in a school system. The cases are examples of the application of the above program.*

1. *A thorough individual record card* for each child in the school system. This record should include not only the academic achievement, the results of mental testing and physical examination, but also the family history, developmental history, record of personality development while in school, etc.

2. *Preventive re-educational guidance in the first grade.* The teachers should report to the guidance department all first grade pupils who have difficulties in getting used to school, who are shy, who do not associate well with other children, or fail in their school work. All such cases should then be given a thorough investigation and treatment.

John, aged six, was brought to school by his mother. While in school during the first day he cried all the time. On the second and third day he cried for a while each morning. Then he seemed to have become reconciled to school, but remained painfully shy and unresponsive. Some few weeks later he developed sick spells and would not come to school for more than two or three days each week. The guidance department was asked to investigate, and found the following situation:—

John was a bright, well developed youngster. He was an only child, and has been his parents' and grandparents' chief interest ever since he was born. He had not learned up to the present to dress himself, and was still taking his milk from a bottle, because he could not be made to take it otherwise. As he felt rather ashamed of his bottle, he would hide with it whenever he was to eat with strangers. All members of the family had always been anxious about John, and had kept him under constant surveyance. He never played with other children, because he might have acquired bad habits and contracted illness, as his mother explained. John was afraid of school, and disliked it. The mother stated that ever since he went to school he was nervous, had nightmares, vomited when she made him eat breakfast, and once in a while would wake up with a violent headache and declare that he could not go to school. The family physician could find no physical cause for the child's condition.

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* The guidance department in Wilkes-Barre city schools investigates and studies all cases of maladjustment reported to it by the principals and teachers. Its personnel consists of three visiting teachers and one clinical psychologist.

The guidance department explained to the mother that the cause probably lies in the fact that John had been pampered and babied. Therefore after his sheltered existence at home new environments frighten him. The mother was asked to co-operate in making the boy more independent at home, and to see to it that he should learn to associate with other children. She was advised to interfere with the school situation as little as possible, and to let John fight it out for himself. Next time he would complain of being too sick to go to school he was to be put to bed, and kept there for the whole day on liquid diet with no one to keep him company. He was not to be entertained, nor too much sympathized with, but otherwise he was to be treated as a very sick child.

John improved rapidly, and soon showed perfect attendance.

Eddy, aged seven, took every occasion in class to tell greatly exaggerated stories. He told of the fifteen-foot-long snake which he had killed in summer in the country. He bragged of having licked five big boys in a fight. He boasted of his friends who, as he asserted, numbered well over a hundred, although he could give the names of only four.

One time Eddy won the sympathy of his fellows and the teacher by reporting that his father was very sick. Two days later Eddy announced that his father died. The teacher then became suspicious, and called the father up. He assured her that he never felt better in his life.

It was found that the parents of this boy were well educated, prosperous people. Eddy was the youngest of a family of four boys. His mother had her heart set on a girl before Eddy arrived, and had equipped herself with a great quantity of pink and lacy baby things. In these Eddy was dressed up to the age of two against loud protests of the father, who repeatedly called the boy a "sissy." The boy had been a delicate baby, and this gave the mother only a better excuse for treating him like a sheltered little girl. She would not let him play with other children, and continually stressed the fact that he was weaker and more delicate than other boys, especially weaker than his brothers.

Another factor which stressed the boy's feeling of physical inferiority was the fact that his mother often talked about his being the image of his father, who was a small, ailing man. Besides the father's favorite recreation was fishing, and he boasted inordinately of his often fictitious catch. The mother made it plain that she did not believe him on such and other occasions.

After Eddy came to school he found himself unprepared to compete with other children in games, and he was awkward in his attempts to become an important member of the group. Finally in his great desire to attract attention he resorted to story telling, which he found successful. His constant worry was not to be a "sissy."

The co-operation of the boy's parents was enlisted. They brought him together with a group of boys with whom he could compete physically. He was permitted to join in the sports and games of other children, and was encouraged and given self-confidence in other ways. On the other hand his stories were simply disregarded from that time on at home as well as in school, and he was given to understand that true stories were really much more interesting. This treatment met with considerable success.

Many other cases of this kind come up. There is the little girl who does not know how to "concentrate" on any subject because a mother, a grandmother, and an aunt have been constantly calling her from her games to run errands for them or to play with the baby. There is a first-grade boy who refuses to sit in his seat, and sits in a corner on the floor instead. His emotionally overcharged home with low standards of living explain his difficulties.

In cases of such young children who are just beginning their school career the psychologist meets much more often with success than with older children whose school habits had already been established.

3. *Personality problems,* even if they do not seriously interfere with the class routine, should be referred to the guidance department from *all grades.* Such problems include children who are shy, boisterous, sullen, quarrelsome, resentful, distracted, indifferent, or otherwise socially maladjusted.

4. *A more extensive use of discussions groups in high schools.* Group discussions of problems of social adjustment and other mental hygiene principles are of great preventive value during the adolescent age.

Introductory sessions can be devoted to a few lectures on general principles of mental hygiene. During the following meetings any member of the group can place unsigned questions before the discussion leader. Such questions as: Why are we bashful when before the crowd? What are the causes of our likes and dislikes? Are criminals born or made? are some which are asked again and again. The results of such discussions seem very worthwhile and can prevent many a mental twist and conflict and much unhappiness in the adult lives of adolescents.

5. *A follow-up of children* who have been behavior problem up to a final adjustment, even if they leave school.

A GREAT deal has been written in recent years on the scientific solution of the problems of delinquency. Many ways of dealing with the criminal were advised to help him to a better adjustment. It is, of course, often too late, once the delinquent has been well started on his career. Again prevention is the only real remedy, and the public schools are the most logical place for such work. The remedies suggested above should serve this purpose.

But very often the prospective delinquent leaves school early, perhaps only shortly after he had shown the first real symptoms of maladjustment. For this reason public schools should closely co-operate with the probation department of the local court in order to follow up problem children even after they leave school. They should be aided and supervised until it is felt that they have found some sort of adjustment in an occupation as well as in their private life. The task of the school in these cases is to form a transition between the protection of the home and the independent life in adult society. No individual should be released from school and the probation department supervision until they have done their duty in this regard.

> Peter, aged fourteen, was reported as truant. He was the son of simple illiterate Syrians. The parents were nice people, very fond of their five children, and very much concerned with their welfare. The father was a peddler who worked rather unsteadily. This he explained with the following statement: "I like to take a rest once in while." Peter gave the identical reply when confronted with the facts of his truancy.
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> The boy was undernourished due to wrong food habits. The medical report showed unusually enlarged tonsils. Peter was extremely weak and suggestible. When left alone he would come to school regularly, but if he met some boys who asked him to go to the movies or to play games, he would go with them. Because of his physical condition which resulted in a poor muscular co-ordination, Peter was unable to participate in any sports and conceived a hero worship for all boys who could perform athletic feats or were good fighters. He had the mentality of a high-grade moron.
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> The parents were persuaded to have Peter's tonsils removed. The boy gained weight almost immediately, became more energetic, and soon developed an interest in basket ball. He was seen weekly by a visiting teacher, and left to develop new ambitions and greater self-reliance. He was not truant again. But at end of the school year he left school. Because of his low mentality it was not felt that he ought to get further schooling. The placement bureau of the schools found a position for him in a fruit market, but after that the department lost sight of Peter because it had no facilities for following up children after they have left school.
>
> A year later Peter was seen frequently on a street corner, watching admiringly some rough-looking young men who made this particular corner their meeting place. And a few months later we read in the papers of Peter's arrest for attempting to cash a forged check. Of course his handwriting could deceive no one.

IF PETER could have been followed up and guided even after he left school probably he could have been saved.

Boys and girls of this type could be as easily led to decency and happiness as they are to delinquency, maladjustment and suffering. Society owes them and itself this chance. Only through thorough re-education and follow-up of the maladjusted children of the public schools can we prevent adult misfits.

Increasing leisure in the midst of modern opportunity is a profound challenge to the intelligence of the race. It comes with peculiar force to those engaged in education. The schools have taught man to respect the laws of his being and to live in harmony with other men. They have taught him to work. Can they teach him to play? . . . — *Joy Elmer Morgan.*

High School as Rural Centre

By GRACE FITTS
Townville, Pennsylvania

THE problem of the rural school is one of the greatest farm problems today. Because of its aims, purposes, objectives, and population reached, the opportunities of the contemporary rural high school are almost unsurpassed by any similar institution. To substantiate this statement the following statistics are considered:—

1. Rural population comprises about one-third of our total.
2. Of the 60.7 per cent. of high schools enrolling under 100 pupils, 34.1 per cent. enroll under fifty pupils.
3. Over nine-tenths of the high schools enroll less than 500 pupils.

These figures give some extent of the problem, and when we consider that during 1928 there were approximately one-fourth of the rural children from fifteen to eighteen years of age enrolled in high school as compared with nearly three times as many of the same age in urban communities it shows that remedial treatment should have immediate and concentrated attention.

FROM the point of view of the rural school personnel there are two fundamental problems:—

1. Securing for the use of the district a sufficient amount of money to make it possible to solve the problems of:—
   (a) Good and permanent teachers.
   (b) Adequate buildings.
   (c) Purchasing up-to-date equipment.
   (d) Securing proper supervisory help.
2. Education of the dwellers in rural districts towards the needs of better rural schools, and thus assure their co-operation for improvement. Both of these problems lead, directly or indirectly, to school and community co-operation. The schools of a community should be its chief co-operative enterprise, and any institution must be understood and actively supported by those it is intended to serve if it is to be an efficient organization. The rural high school achieving its maximum success will be realized only when all are interested in the school, and active in the promotion of its work. Further, if the chief aim of the school is individual and social efficiency, it must be closely allied with the pupil's environment. The primary responsibility of the secondary school is, of course, the education of youth. This should include all youth, and from this point of view alone the high school should broaden its influence in the community. It can also be made to serve adult needs in such a way as to increase its primary function.

Consideration of specific fields in which the rural school may be developed as a rural educational centre may well begin with co-operation with existent organizations. Dr. Ferriss in his book, "Secondary Education in Country and Village," gives the following organizations co-operating with 410 small high schools of the United States:—

1.	Parent Teacher Association	134
2.	School Improvement Association, Patrons' League, Community Club, Council, or League	27
3.	Mothers' Club, Woman's Club, Ladies' Circle, D. A. R., Guild, W. C. T. U.,	19
4.	Grange	23
5.	Farm Bureau	12
6.	Home Bureau	7
7.	Men's Club, Chamber of Commerce, Business Men's Association, Marketing Association, Rotary Club	13
8.	Ladies' Literary Club, Dramatic Club, Study Club	4
9.	Civic Club	6
10.	Community Nurse and Red Cross	8
11.	Community Playground Association	4
12.	High School Alumni Association	5
13.	Other organizations	10

THERE are innumerable ways such organizations may aid the development of school and community co-operation. They may sponsor definite projects as beautification of school grounds, health clinics, library, lyceum courses, etc. Their interest and enthusiasm in working on a successful project will give most valuable support and publicity to all phases of school needs. The musical and dramatic organizations, and home economics and manual training departments especially are often of real service to community organizations, the participants gaining excellent experience and at the same time an opportunity to see the relation of their school work to actual life conditions. The sponsoring of school activities by offering prizes, attending performances, and acting as patrons often gives pupils a great deal of enthusiasm, and gives their undertaking a standing the teacher alone could not give. The school building itself can often be used as a central meeting place for co-operative committees, special meetings, etc. The opportunities of co-operation between community organizations and school are almost unlimited. It does need a good professional school man with a little tact and a nice sense of balance between the primary function of the school and its extension opportunities, to make of this relation a source of unlimited returns to pupils and the population of the community.

For a rural school with strong vocational courses—home economics, agriculture, manual training—and every rural school should offer these courses at least as electives, the National Better Homes Week movement offers a great opportunity for the school and community to work together as an educational unit. One community of a population of two hundred and seventy-five and a high school enrollment of approximately forty made their Better Homes Week of such value to school and community they were awarded honorable mention with cities of fifty and one hundred thousand.

The high school musical and dramatic organizations have many opportunities to make the school a community cultural centre. Direction of these activities is often a difficult problem as teachers of small schools usually have a heavy program. Once such work is successfully organized, the work is lessened and the appreciation of pupils and parents is a great reward. Musical organizations are always in demand for public appearance in the churches, organizations, and community meetings. One very small town produced a very creditable operetta by the high school girls and the men's chorus of the town. Music had not been long taught in this school and the students did not have sufficient musical background to produce anything at all advanced at first. It so happened that there was unusual vocal talent among the men of the town. Interest in the school and musical development in the community led the men's chorus to rehearse night after night for several weeks until a finished amateur production was achieved. The operetta was so successful that it was repeated by request several months later, the audience numbering those from many miles away. Since this production the musical organization of this school has featured creditably in interschool contests, and musical talent is developing among the youth of the community.

Athletics offers a well-established field for co-operation. A successful athletic team will bring any school a large measure of public support and publicity. True, the team must be successful, but even in starting, a well-laid co-operative program can develop interest and enthusiasm that can bring about a creditable team if not a winning one at first. The school gymnasium may be a community enterprise. In a small school a schedule can be arranged so that everyone may have a chance to participate. Athletic contests between school and town are good for both and bring about a feeling of mutual interest that is far reaching. This, of course, requires an athletic director with good training, ability, experience, and tact, but the sooner the community is let in on the advantages of such a person the sooner they will seek a way to secure him. Gradually, as interest develops, a well organized health program for school and community can be worked out which may well include year around recreational facilities for the younger children and organized recreation for the older members of the community.

The community fair is another method of utilizing the small high school as the educational centre. The organization affords opportunity for teachers and members of the community to work together, and in exhibits, projects, and demonstrations the pupils have opportunity to give the school work publicity and at the same time evaluate their school work in terms of life experiences. In one small school of under fifty the annual community fair had an unusually large cattle exhibit, and a new exhibition shed was needed. The manual training instructor aroused sufficient interest to lead to donation of material and labor. On a Saturday the men of the community, and needless to say every manual training boy was on hand, devoted the day to starting the shed. At noon the community and school co-operated in a community dinner. The building was soon completed by labor donated at odd times. In this way a substantial shed was erected that is used by the community and school for their cattle exhibit. Since then the cattle exhibit of this community has been growing until now it is said to rival that of surrounding county fairs.

There are countless other ways in which school and community can work together for the good of both. The methods above are actual experiences of some rural communities that may prove helpful. The question of leadership and teachers, buildings, supplies, equipment, etc., is still to be solved, but with the school and community realizing the importance of the situation and working together on the solution of the problem, a few years will bring increased individual and social efficiency for the youth and adult of every rural community.

They Say

FRANK PIERPONT GRAVES:—

"Education cannot be simple, but must be rich in content, abounding in opportunity, and extended in its length of service. Helping the average individual to live in this world today and to make the right adjustments in it is a real challenge outweighing all the rest."

WILL DURANT:—

"After 100 years of equal education there will be as many great women thinkers as men."

DR. WILLIAM MATHER LEWIS:—

"The children of America today are asking the question: 'What shall I do next?' 'What shall I do next?' because their parents are asking at the same time, 'Where do we go from here?'

"The under-privileged child is the child whose father answers the question: 'What shall we do next?' by giving him a dollar for a mechanical toy, or twenty-five cents to go to the movies.

"The privileged child is the child whose father puts in his hands the tools to do his own work, to make his own radio, to carry on with something that is of interest, to form his own entertainment."

BISHOP OF CHELMSFORD:—

"I would sooner have a man with first-class gumption and third-class brains than a man with third-class gumption and first-class brains."

WILLIAM LYON PHELPS:—

"If a smile improves a man's face, he is a good man. If a smile disfigures his face, he is a bad man."

RAYMOND DUNCAN:—

"The human hand is the most remarkable of all machinery which has not yet been fully exploited."

LEON L. WINSLOW:—

"Art should assume in the school a place commensurate with that which it occupies in life outside."

PRESIDENT McCONAUGHY, Wesleyan University:—

"Friendship is the greatest gift of a college course."

LUCY J. FRANKLIN, dean of Women, Boston University:—

"Every College and University today that is worth anything is experimenting."

THOMAS W. LAMONT:—

"In no country are conditions so good or prospects so fine as in the United States."

DR. WILLIAM T. KING:—

"The only new sin that can be charged to the young people of today is an amazing frankness."

JAMES A. FARRELL:—

"Let's quit harping about depression. Let's talk better times."

LORD RIDDELL:—

"If you think about people in a friendly, kindly way, your thoughts will fly in a strange, mysterious fashion."

WILLIAM LYON PHELPS:—

"It is impossible to overestimate the significance of the word 'commencement.'"

MAYOR JAMES J. WALKER:—

"The fellow who doesn't advertise will remain a secret all his life."

RUTH BRYAN OWEN:—

"The most delightful association with people comes when you use the river for the morning face wash and the woods for a living room."

ELMER DAVIS:—

"I still believe that higher peaks of human felicity are ahead; that our race, if it keeps on trying, can make a quite habitable place of the planet on which it resides."

POPE PIUS XI:—

"Nowadays, as more than once in the history of the church, we are confronted with a world which in a large measure has almost fallen back into paganism."

R. G. JONES, superintendent, Cleveland:—

"An immediate consideration before public educational circles is the future problem of financing education. The educator sees the need of education and declares that there is no other way, but to go through with it at all costs. The pinch is here when there is not enough money in tax returns to finance our program. One has to cut costs somewhere. One can reduce the opportunity to the child, reduce the salary of the teacher, or improve ways and means in education through efficient management. The last item is debatable. Perhaps management is effective."

BOOK TABLE

THE PSYCHOLOGY AND TEACHING OF READING. By Edward William Dolch, University of Illinois. Cloth. 261 pages. Boston, New York, Chicago: Ginn and Company.

This is a remarkable book. It is the right thing at the right time and is presented in the right way to meet the present needs.

Reading is receiving new and more attention than for many years. Every publishing house has wonderful new series of school readers. Every series has new material to read and artistic color illustrations that vie with the most expensive holiday books.

Dr. Dolch has a study of children and their relation to their learning to read that is of inestimable value to all authors and publishers, to teachers, supervisors and school board members. The secret of good reading is the motive which leads the child to want to read. There is no good reading, silent or oral, unless the reader has an intense desire to read.

The motives are as distinct as the breeds in cattle, horses and birds. Dr. Dolch classifies these motives. Teachers of beginners should discover the motive that will naturally incline such children to want to read.

Motive-ation is a real thing with Dr. Dolch. Everything in his "Psychology and Teaching of Reading" has a significance as specific and useful as the reasons for fresh air and personal cleanliness.

It is as important for a teacher of reading to know Dr. Dolch's classification of motives as for a woman who would be well dressed to know the relation of colors.

EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS. By Elbert K. Fretwell, Teachers College, Columbia University. Cloth. 370 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Dr. Fretwell has fortunately assumed leadership in taking school children's thought from their books, and teachers from their course of study to the life they enjoy out of school, and the reading that they are not forced to read whether they like it or not.

Dr. Fretwell had an intensive individuality which has developed a professional personality that is of high importance to American education.

In this extra-curricular advance from the eight grades to the four grades above he has developed from an experimentalist into a philosopher, raising projects up and out to manly and womanly business and professional service.

MARCHING MOUNTAINS WITH THE BOY SCOUT UNIFORM. By Edward F. Reimer. Cloth. Illustrated. 145 pages. E. P. Dutton and Company, Inc.

The foreword by James E. West gives this book highest official recognition. This year gives Boy Scouts world-wide recognition, and this book is the culmination of all appreciation. The information is not only exhaustive, but it is presented in attractive literary style. There are more than fifty colored plates, many full page illuminations and a hundred other pictures, charts and figures. It is the latest and best presentation of the Boy Scout broadcasting.

A TEACHER'S MANUAL ACCOMPANYING CARTOCRAFT GLOBES. By L. P. Denoyer. Cloth. 145 pages. 5235 Ravenswood Avenue, Chicago: Denoyer-Geppert Company.

We have known L. P. Denoyer for forty years. We knew him first as a remarkable salesman of one of our publications in Wisconsin, and saw him grow from a salesman to a creator of books to sell, and he has promoted the creation of wonderful maps and globes for more than a quarter of a century. He has been a leader among educators, and with Mr. Geppert among publishers in promoting intelligent and enthusiastic use of globes.

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There is a wealth of information especially in the Cartocraft globes that is hidden to most students unless the teachers have learned in Denoyer-Geppert Teachers' Manual how to discover the information easily and delightfully.

WE ARE ALASKANS. By Mary Lee Davis, author of "Alaska, the Great Bear's Cub." Illustrated by Author's photographs, and sketches by Olano J. Murie. Boston: W. A. Wilde Company.

Mary Lee Davis has done for Alaska in "Uncle Sam's Attic," "Alaska the Great Bear's Cub," and "We are Alaskans," more than has any one else of whom we know. The publishers have done as much for genius as her literary art has done for the Great North Country. No other writer has known that country, its nature and its human nature as she does, for she is an Alaskan, and her literary skill has been developed by learning to know and love and to have non-Alaskans know and love Alaska.

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Each of her books on Alaska has as distinct a literary, historic and geographic personality as though its creator were of a different nationality, with a different scholastic inheritance.

Entirely apart from the service rendered the people of whose country she writes, "We Are Alaskans" is a literary production which no student of modern literature can afford not to read.

CONDUCT PROBLEMS, WORKBOOK. By W. W. Charters, Ohio State University; Mabel F. Rice and E. W. Beck, both of State Teachers College, Bemidgi, Minnesota.

Grade 4. Play Fair.
Grade 5. What Would You Do?
Grade 6. Good Sportsmanship.
Grade 7. What is the Right Thing to Do?
Grade 8. Playing the Game.
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The Macmillan Company, New York.

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Books Received

"Extra-Curricular Activities in Secondary Schools." By Elbert K. Fretwell.—"The Junior College." By Walter Crosby Eells.—"The Psychology of Exceptional Children." By Norma V. Scheidemann. Boston: Houghton Mifflin Company.

"Conduct Problems," grades 4 to 8, inclusive. By W. W. Charters, Mabel F. Rice, and E. W. Beck. New York: The Macmillan Company.

"Classroom Scaler and Grader." By Charles Russell.—"Federal and State Policies in Public School Finance in the United States." By Fletcher Harper Swift.—"The Psychology and Teaching of Reading." By Edward William Dolch. Boston: Ginn and Company.

"Grammar in Action." By J. C. Tressler. — "The Superintendent at Work in Smaller Schools." By R. V. Hunkins. Boston: D. C. Heath and Company.

EDUCATION IN ACTION

Curricula Changes Now at Their Peak

Courses of Study Have Vastly Increased in Number Since 1923, Totaling More Than 30,000 at Present

NEW YORK.—We are witnessing in this country more activity in curriculum and course of study construction than in any preceding period, according to Dr. Herbert B. Bruner, Professor of Education at Teachers College, Columbia University. Prior to 1923 fewer than 1,500 courses of study had been published in the United States and more than eighty per cent. of these consisted of from one to twenty-page outlines of textbooks, he declared. Since 1923 more than 30,000 courses have been collected in one laboratory alone, the Columbia professor said.

Thousands of communities are busily engaged in the task of curriculum construction or revision either as a whole or in certain subjects, buildings or grades. The movement has assumed national proportions and certain fundamental features of it bid fair to continue for many decades to come.

"The type of activity has varied from a remote realization that something ought to be done to extensive programs where entire cities or states have set up smoothly working organizations for revising their curricula," Dr. Bruner explained.

"To discover some of the reasons for this unprecedented activity one has but to consider the numerous and sweeping changes in our economic and social life in the last quarter of a century. Literally thousands of teachers, supervisors and administrators all over the country, many of whom are people of splendid training working in next-to-child situations, are seeking materials and methods for improving the various curricula and constructing courses of study that will come more nearly to meeting the real needs of the child of today.

"The most noticeable feature of the outstanding courses in the content fields, which have come to our laboratory in the last two or three years, has been the almost universal tendency of the maker to include a wealth of new materials and activities grouped into larger units built around central themes or big ideas. This tendency has forced the members of course of study committees to delve into materials that have never before been introduced into the classroom.

"What a contrast this type of course of study, and the teaching and learning accompanying it, makes with the old type of course and much of the present teaching and learning. The old-type course contains little more than bare references to existing textbooks. Its chief aim is to dictate just what pages in the textbook should be covered during any given period of time."

Chicago Youth Study Citizenship

To divert the attention of boys and girls from destructive activities and unwholesome pursuits, and to meet the challenge of changing conditions, a new course of study in the social sciences is to be installed in all junior high schools in the city. In describing this new approach to the training of good citizens, Dr. Eston V. Tubbs, director of the Bureau of Curriculum, Chicago public schools, drew attention to the fact that since the most baffling problems in the world today were social and economic, it was imperative for the schools to teach the fundamentals of economics and human relationships as early as possible. As the great mass of children leaves school before finishing the seventh grade, he said, it is necessary to inculcate ideas as early as possible. "The new course," Dr. Tubbs said, "is considered the beginning of a series of educational experiments in Chicago. It will blend the subjects of history, geography, civics, economics and vocational guidance into one thread of learning, and will provide as many life situations as possible, where the child may have actual experiences to prepare them for adult living."

Agriculture Courses Teach Opportunities

The part which the Future Farmers of America, the national organization of boys enrolled in vocational agriculture classes in the United States, is playing in keeping its members contented with farm life and the opportunities it offers, was emphasized by Dr. J. C. Wright, director, Federal Board for Vocational Education, Washington, in a recent radio address. Stressing the fact that the Future Farmers of America organization was launched less than three years ago and that the membership of its 2,500 local chapters in forty-five states and Hawaii today exceeds 60,000, Dr. Wright said: "The members of the Future Farmers of America Organization are, through their vocational agriculture courses, and their association with their fellows in the organization, learning that their best opportunity for the future lies right on the home farm or another farm. You will not find them walking the streets of our large cities looking for jobs where there are no jobs. They are interested in farming and have determined to learn, through study and actual experience, how to become good farmers. They know that the best opportunities for service to community and country lie in their home localities. And the public schools, under the provisions of the Federal vocational education acts, are helping them to get practical instruction in agriculture."

School Cost Increases In New Hampshire

Aggregate cost of public high school instruction in New Hampshire for the year ended June 30 was $1,431,759, as compared with $1,376,840 in the previous twelve-month period, James M. Pringle, Commissioner of Education, announced. The figures were compiled to determine the maximum high school tuition liability of districts for the school year 1931-32, which was estimated at $98.93. Average membership in senior high schools showed a substantial increase over the preceding school year. The commissioner estimated that the total cost per pupil in all public schools, elementary and high, was $112.26. This compared with $111.29 in 1930.

Mexico Educating Yaqui Indians

Indians of Sonora, especially the Yaquis, are being rapidly rehabilitated by the Mexican government, according to Ralph Beal, research associate in anthropology at the University of California, who has returned to Berkeley, California, after six months' field work in Sonora under a National Research Council fellowship. Success is attending the government's plan of land distribution, and its school system is rapidly extending to remote districts, Mr. Beal declared. The more primitive culture of the Indians has been greatly lessened, he said. Mr. Beal brought some 225 articles, representative of this culture, back to the university for preservation.

FAILURE TO PLAN

Parents Careless of Pupils' Future in School

MADISON, Wis.—Two mistaken ideas which young people and their parents have as they view the purpose and the significance of high school and college training are that anyone can learn anything, and that a college diploma guarantees success, according to Frank O. Holt, registrar and director of the bureau of guidance and records at the University of Wisconsin.

Pointing out that there has unfortunately developed in America a blind confidence that the boy or girl who completes a high school course is well on the way to success and that if, additionally, he goes on through college, success in life is assured, Mr. Holt declared that a college diploma is not an insurance policy which guarantees success in life.

"Parents are sadly mistaken when they feel that there is any onus or disgrace attached to the fact that a boy or girl is not of college calibre," he asserted. "It is the responsibility of a parent to frankly and sympathetically confer with school authorities in an attempt to intelligently understand the individual capacity and native endowment of a child and to assist in adjusting son or daughter to that activity in life which gives greatest promise of success and happiness."

Take Farm Produce As College Tuition

Farm produce will be accepted in payment of tuition at Morris Harvey College, Barboursville, West Virginia, during the coming school year. Leonard Riggleman, president, said the officials had decided to accept produce in lieu of cash for tuition from persons who wished to attend the college and lacked money but had an abundance of farm crops. The produce will be used in the college dining hall, he said.

Promising Leaders Picked for Training

That insistent maxim of education today, "train for leadership," is being applied in a unique way at Northwestern University at Evanston, Ill., where a small group of carefully selected young men are undergoing a special training to fit them for executive positions in large business and industrial enterprises. Two years of experience are now guiding the effort. It was made possible by a gift to the university of several million dollars by Frederick C. Austin, a retired Chicago manufacturer. Twenty Austin scholars are now on the campus, and next year there will be thirty.

Pioneers Had Stills, Detroit Will Teach

The fact that the founding fathers enjoyed a session about the punch bowl, and made their own liquor in the hills should be a part of the education of school children, the Detroit School Board has decided. Thus, the history controversy which raged in the school board ranks last spring has been settled, and "The Pageant of America," a pictorial history, has received official recognition. The book, which pictures such things as whiskey stills, statesmen taking their drinks, and cowboys celebrating the week end in frontier towns, was approved over the strenuous objection of Mrs. Laura Osborn, who contended that such matters should not be read by children.

Gotham Elementary Girls Outrank Boys

The girls who were graduates from the New York City public schools this year established on the whole a slightly higher scholarship average than their male classmates, according to statistics from the Board of Education. Among senior high school graduates, however, the boys had a slight advantage. In the classes graduated from elementary schools, the girls averaged 97.7 per cent. against 96.9 for the boys. The girls had a big advantage in the junior high school graduating classes, with an average of 92.4 against 79.6 for the boys, but in the senior high schools the boys averaged 93.7 per cent., and the girls 93.2 per cent.

Film Shows Boy's School Life

A motion picture depicting the entire four years of a boy's life in an American preparatory school was shown recently in Tarrytown, N. Y., at a joint meeting of the board of trustees and the New York Alumni of Hackley School. The five-reel film showed every phase, scholastic, athletic and social, of a boy's life in a typical private school. Russell Billman, of New York City, takes the leading part.

School Paddles Must Be Made Softer

BUTLER, Pa.—Perhaps soft wood won't hurt so much. Anyway the school board has issued specifications for paddles to be used on the school children. The paddles must be made of soft pine and not more than one-quarter-inch thick. A regulation paddle was ordered after a teacher was haled to court for using a heavy one.

SUMMER FOR GROWTH

Pupils Receive School Credits For Vacation Activities

ATLANTA, Ga.—To make the children's long summer vacations purposeful the schools of Atlanta give points for various activities, leading to a certificate, which is presented to the pupil on graduation, according to Superintendent Willis A. Sutton. Some of the activities are:—

For elementary school pupils: Make a list of fifty people who have good posture, ten points; organize and conduct a neighborhood orchestra of not less than five instruments for a period of one month, twenty-five points; take a weekly observation walk in the woods and keep a record of finds in the bird life for ten weeks, fifty points.

For junior high school pupils: Organize or teach classes in artcrafts for ten weekly meetings, twenty points; caring for and milking a cow for ten weeks, twenty points.

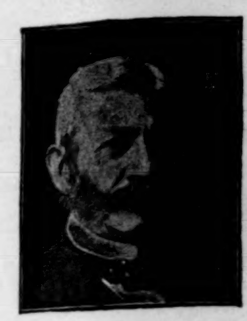
For senior high school pupils: Collecting, classifying and mounting twenty-five different kinds of moths and butterflies, or fifty different kinds of insects, or twenty-five different kinds of ferns, or fifty kinds of native wildflowers, twenty points; working at a job, five points per week.

Law Students Get Practice

The City of Los Angeles is helping legal education through the legal aid clinic maintained by the University of Southern California, where its senior students go through a kind of interneship. The citizens last year, it has been reported, supplied 1,400 cases for the students to handle. Next year, it is estimated, there will probably be an additional twenty-five per cent. The clinic enables the students to get first-hand practice in solving legal problems by giving advice to persons in difficulties who are financially unable to employ a lawyer. Local members of the bar, the courts, police department, physicians and others co-operate by sending worthy cases.

School Attendance Gains in West Virginia

An increase of 37,073 in the school-age population of West Virginia in 1931 as compared with 1930 was reported by E. L. Bowman, statistician of the State Department of Education, who has fixed the 1931 total at 564,686 children between the ages of six and twenty years. The largest population of school-age children, the statistics compiled show, is to be found in Kanawha County, where there are 45,732. Cabell County has the second largest school-age population, or 28,473.



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Teachers' Test Starts Inquiry

J. Edward De Lancey, president of the Board of Education in Irvington, N. J., ordered an investigation to determine why all of 116 candidates for teaching positions in the public schools failed in a written examination given to them early in June. Mr. DeLancey clearly indicated that he thought the examination was a "deliberate attempt to bar New Jersey trained aspirants from the Irvington schools by subjecting them to too rigid a test." The examination concerned spelling, arithmetic, punctuation, diction, grammar and composition. Only two of the candidates had a general average of seventy-five per cent. Eleven received zero in arithmetic, not getting even one of the problems correct, although every one taking the examination was a college or normal school graduate. Every candidate failed that part of the examination concerning grammar and composition. It is understood that among those taking the examination were some of the best students recently graduated by New Jersey normal schools. The mathematics test, it was alleged, did not concern school arithmetic, but was much more advanced. The ninth of the ten arithmetic problems, which, it was agreed, was the most difficult, and which no one solved, was: "If 36 men in 28 days of 8 hours each can build a wall 680 feet long, 12 feet high and 3.5 inches thick, how long will be a wall that is to be 2.5 feet thick, 10 feet high, that 24 men can build in 15 days of 10 hours each?"

Chinese Professors Feel Pinch of Poverty

Government universities in Peiping once more are feeling the pinch of poverty. Salaries of professors are in arrears, and some of the universities are unable to meet their bills. For a generation government universities in China have had periods of poverty, and professors have sometimes been almost a year behind in their salary. Since the Kuomintang government took over Peiping in 1928, conditions have been much better, but the huge national deficit this year is making it difficult for the central government to make prompt remittances.

China Curbs Use Of Foreign Tongues

An official taboo has been placed upon the "indiscriminate and unnecessary use of foreign languages by Chinese citizens." The action was taken by the Executive Yuan of the Nanking Government upon recommendation by the Kuomintang Party. The petition deplored the fact that since the latter years of the Manchu Dynasty many Chinese intellectuals had become weaned away from Chinese language and culture, and prided themselves only on their ability to speak and write foreign languages.

Rural Schools In Tennessee

Tennessee apportions 2½ per cent. of the general state school fund annually for the encouragement of standardization, consolidation and supervision of rural elementary schools. The funds are distributed under the regulations of the State Department of Education. Funds for these purposes amounted to $75,000 for each of the fiscal years 1929 and 1930.

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Grins Between Grinds

Couldn't Do That

Seeing her little one washing the kitten with soap and water, a mother exclaimed: "Oh, Betty, darling, I don't think the mother pussy would like her kitty washed like that."

Betty very seriously replied: "Well, I really can't lick it, mother."

Painful Waiting

A Chinaman had a toothache, and phoned a dentist for an appointment.

Doctor—"Two-thirty all right?"

Chinaman—"Yes, tooth hurtee, all right. What time I come?"

Piqued

Bridget, the maid-of-all-work, knocked on the door of the drawing room and entered.

"What is it, Bridget?" asked her mistress.

"I'm leaving, ma'am," replied the girl.

"Leaving!" echoed the surprised mistress. "But you only came yesterday."

"I know; but I can see you don't trust me," explained the girl.

"But I gave you the keys of the cellar, my jewel-case, and your master's desk," the other put in; "that was proof enough."

"Yes; but none of the keys fit," Bridget replied.

Correct Advice

"Officer, when may I cross the street here in absolute safety?"

"Between 3 and 4 a. m., lady."

Easy

In a large metropolitan hotel there is a colored man who takes hats at the door to the diningroom, but who never gives checks in return.

Jones became interested in him and asked one of the men in charge how the colored checkroom attendant managed to remember so many hats.

Hotel Clerk—"Why, he's been doing it for years, and prides himself upon never having made a mistake."

As Jones was leaving, the darky passed him his hat.

Jones—"How do you know this one is mine?"

Darky—"Ah don't know it, suh."

Jones—"Then why do you give it to me?"

Darky—"'Cause yo' gave it to me, suh!"

Meetings To Be Held

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

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25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

BOSTON PUBLIC SCHOOLS: The school term will begin on Thursday, September 10, 1931. Principals and Directors are required to report for duty on Tuesday, September 8, 1931. Teachers and members of the supervising staff, OTHER THAN PRINCIPALS AND DIRECTORS, are required to report for duty on Wednesday, September 9, 1931.

Examinations for admission to the Latin and day high schools will be held as follows:—

LATIN SCHOOLS: (For admission to the Six-Year Course): On Wednesday, September 9, at 9 o'clock A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin School-house, on Huntington Avenue, near Longwood Avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin schools will be examined on Wednesday, September 9, at the place, and in the subjects indicated under High Schools, below.

HIGH SCHOOL: Examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on Wednesday, September 9, 1931.

Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language including Reading, Writing and Spelling. Grammar and Composition; History and Civil Government of the United States; Geography; and Arithmetic.

— ALSO —

Examinations of women candidates for industrial certificates will be held in The Teachers College of the City of Boston, Huntington Avenue, near the Fenway, as follows.

Wednesday, September 9, 1931, for certificate XXX. Day and Evening Industrial Schools, beginning promptly at 9 o'clock A. M.: **For women only.**

For information in regard to the above-listed examinations apply to the Board of Examiners, 15 Beacon Street, Boston.

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